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ABSTRACT

Designed for administrators, teachers, and parents of special students, the guide focuses on school safety plans in special education classrooms. A summary of a task force's recommendations on school safety is presented, followed by a list of regulations concerning security in the school and safety plans. Three typical sample school safety plans are presented for three types of school: (1) a regular intermediate/junior high school with special education classes; (2) a special education school; and (3) a school with deaf and multiply handicapped students. Plans address such topics as evacuation and emergency procedures, physical plant considerations, and key control. Thirty-one lessons are presented for teaching safety to a wide range of students. Information for lessons include educational objective, motivation, problem, vocabulary, material, and procedures. (CL)

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SAFETY MANUAL FOR SPECIAL EDUCATION

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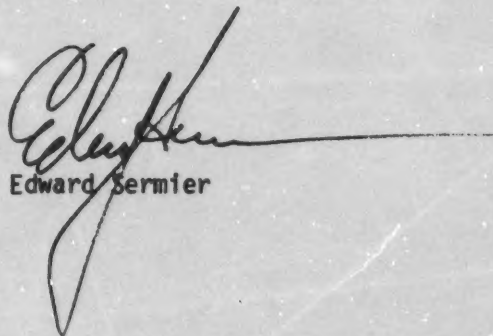
FOREWORD

This Safety Manual for Special Education is designed to be a practical and useful guide for those who work with special students. It is hoped that it will be used by, and be of use to, administrators and parents as well as teachers.

The Guide will enable all school safety personnel and parents to understand, develop, and implement school safety plans which meet New York City guidelines.

The lessons which are an integral part of this Guide will enable teachers to infuse safety concepts into their everyday lesson planning.

While this Guide has been prepared for use primarily with special education students, we encourage its use with general education classes as well.



Edward Sermier

ACKNOWLEDGMENTS

The Safety Manual for Special Education is a project of the Division of Special Education, Edward M. Sermier, Chief Administrator. Gloria B. Cole, Director, Office of Program Development.

The Guide was prepared as a project of the Division of Special Education, Curriculum Development Unit, Lorelle Lawson, Administrator.

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August 1984

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INTRODUCTION

This Safety Manual for Special Education has been developed in response to the field staff's need for a method of teaching safety concepts and procedures in special education classrooms.

While all students need an understanding of what keeps their environment safe, special education students often have a more pronounced need for such understandings and the skills necessary to handle emergencies which arise in their environment.

Public Law 94-142 mandates that special students must be placed in the least restrictive environment. Therefore, school staff should provide safety measures that will insure the students' success while functioning in that environment.

Those students who enter the school system with handicapping conditions must have their safety needs included in the school's safety plan. For example, the visually impaired, the hard of hearing, the physically disabled, the retarded as well as the emotionally handicapped students represent a population that school administrators must take into consideration when addressing the problem of school safety.

In order to insure safety for handicapped students, a concerted effort must be made by all the people involved in the educational setting. The staff must make a strong commitment to ensure that the special education students feel safe.

LEGAL AND SCHOOL BASED MANIPULATES

SUMMARY OF THE RECOMMENDATIONS OF THE TASK FORCE ON SCHOOL SAFETY

The Task Force on School Safety was composed of officials of the Board of Education, union, municipal agencies and public interest agencies. The charge of the Task Force was to recommend solutions to their problem of school safety.

On-going recommendations were organized around four major areas: Strengthening of Inter-Agency Ties and Communications; Stricter Enforcement of Existing Chancellor's Regulations and Development of New Regulations; Training and Educational Programs; and Physical and Plant Security. These recommendations are summarized below:

I. The Strengthening of Inter-Agency Ties and Communications

"Establishment in Family Court of a child victim unit . . ."

"A comprehensive training program for all individuals involved in school safety should be designed . . ."

"A Pre-conviction Community Rehabilitation Program in which an Adjournment in Contemplation of Dismissal may be conditionally granted, should be instituted in each borough for all appropriately designated school cases . . ."

"Each district attorney and the corporation counsel should assign a staff attorney to serve as liaison to the ongoing School Safety Task Force . . ."

"The Board of Education should establish a contact person in the central administration and a set of procedures for receiving and placing into appropriate schools youngsters who have been released from the custody of various juvenile agencies . . ."

School and City-wide student committees should be formed for the purpose of providing input into the formulation and implementation of school safety policy . . ."

"The School Safety Task Force should be established on a permanent basis in the form of a single oversight committee . . ."

"All calls by agencies regarding school safety should be channelled through the Office of the Director of School Safety . . ."

II. Stricter Enforcement of Existing Chancellor's Regulations and Development of New Regulations

"Each school should develop a discipline code . . ."

"Every school should be required to implement an in-school suspension program . . ."

"All community schools and high schools should be required to enforce the suspension prevention procedures of existing Regulation A-440, Part II. Each school should be required to establish by September 1983 a continuum of alternative education options to address the needs of students who demonstrate ongoing behavioral problems in their regular school placement . . ."

"Enforcement of Chancellor's Regulation A-412, III-1, which state the conditions under which police officers may interview students complaints/witnesses/defendants on school property should be strengthened . . ."

"Law enforcement personnel, including police officers and representatives of district attorneys or of the Corporation Counsel, must observe the requirements of Chancellor's Regulation A-820 and the Buckley Amendment . . ."

"Regulation A-412, III-G, requires the participation of principals in meetings that must, according to the Police Administration Guide (316-1), be conducted by each police precinct commander at least three times each year with local school personnel. Enforcement procedures should be developed to ensure tri-annual meetings do take place, that principals do in fact attend each of these meetings, and that written minutes are kept . . ."

III. Training And Educational Programs

"A comprehensive training program for all individuals involved in school safety should be designed and put into place . . ."

"A comprehensive directory of alternative programs that represent viable options for youngsters who exhibit on-going behavioral problems in their regular school program should be prepared . . ."

IV. Physical and Plant Security

"The Task Force recommends that capital budget funding be allocated to pilot test selected new security systems in schools K-12 . . ."

"In order to deter intrusion into school buildings, the Task Force proposes the sealing of doors determined to be in excess of a school's fire safety requirements . . ."

"The Division of School Buildings should revise the Manual of School Planning . . ."

"In order to reduce the number of false alarms, the Task Force recommends that a detailed study be conducted to ascertain how the school fire alarm systems can be modified . . ."

"The Task Force suggests that a feasibility and cost effectiveness study be undertaken of the following proposals: the installation of silent panic buttons connected to central monitoring station; intercom telephones (portable handsets) to security guards at main entrances of school buildings; and the installation of interior panic alarm systems for use by employees in general offices."¹

This Guide is a direct outgrowth of the recommendation of the Task Force mandating the training of school personnel in the area of safety education.

¹Task Force on School Safety, Summary of Recommendations," Final Recommendations of the Task Force on School Safety (New York: New York City Board of Education, 1982)

CHANCELLOR'S REGULATIONS

City School District of the City of New York

Category: STUDENTS

Subject: SECURITY IN THE SCHOOL

No. A-412

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REGULATIONS OF THE
CHANCELLOR

I. INTRODUCTION

In keeping with decentralization, it is the responsibility of community school boards to provide for safety in schools/educational facilities under their respective jurisdictions; it is the responsibility of central units to provide for safety in schools/educational facilities under their respective jurisdictions. These regulations reflect this fundamental principle and include the responsibility of the Chancellor to set minimum standards, to provide services to the community school districts, and to monitor programs citywide.

II. RESPONSIBILITY OF THE DIRECTOR OF THE OFFICE OF SCHOOL SAFETY

The Director of the Office of School Safety, under the overall jurisdiction of the Office of Pupil Personnel Services, is the primary representative of the city school system on matters of safety in schools.

III. RESPONSIBILITY OF THE PRINCIPAL/HEAD OF SCHOOL IN MATTERS OF SAFETY

The principal/head of school is responsible for the safety of students, staff and visitors in the school/facility. As minimum standards which apply citywide, the principal shall:

- A. Ensure compliance with rules and regulations for the maintenance of public order on school property.
- B. Supervise safety personnel under his or her jurisdiction.
- C. Implement the school safety plan as approved by the Central Office of School Safety, as well as Board of Education policies, regulations and directives that pertain to safety.
- D. Update the School Safety plan yearly (by October 30th of each year) to reflect changing problems and conditions in the schools. Submit the year's plans to the appropriate superintendent and to the Office of School Safety.
- E. Establish rules and procedures for visitors.

- F. Establish a School Safety Committee the membership of which shall include a broad range of persons in the school community, i.e., pedagogic, non-pedagogic, safety, custodial, students, parents, union, etc. This committee shall meet on a regular basis to discuss problems or issues relating to the safety and security of the school.
- G. Establish cooperative relationships with the school's parent association and/or consultative council, the student government, community groups and organizations, and social agencies concerned with youth and public safety. In cooperation with the Police Commissioner's policy, principals will meet with local police precinct commanders three times a year, usually in October, February, and May. Additional meetings will be held at other times of the year as the need arises.
- H. Consult and cooperate with the Office of School Safety on matters of school security.
- I. Summon the assistance of police or other law enforcement or public safety agencies in appropriate situations, and cooperate with said agencies where criminal acts on school property are involved. In all cases where a crime has been committed an immediate notification must be made to the police, the Office of School Safety, and the appropriate superintendent.
 - 1. In cases where police are called to investigate an alleged offense committed on school property the principal/head of school may permit police to interview complainants and to interview witnesses. No witness is required to submit to an interview with police in the school.
 - 2. The principal/head of school or his/her designee shall be present during all police interviews with students in the school.
 - 3. The principal/head of school shall not allow police to remove a student from school except where the student is placed under arrest or is removed pursuant to a warrant or order for arrest issued by the courts.
 - 4. Where a student is arrested the principal/head of school shall notify the parent immediately. If the parent cannot be reached, the principal/head of school shall request of the arresting offices that a member of the school staff accompany the student and remain with the student for reasonable length of time or until the parent or guardian assumes parental responsibility. If permission to accompany the student is denied, a member of the staff shall follow immediately to the place the student is taken.

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5. The principal/head of school shall keep a record of all circumstances leading to the arrest of a student including the name and shield number of the arresting officer.

4. All cases involving assaults on teachers must be reported to the Office of the Counsel by telephone immediately (596-4197).

IV. PROCEDURES FOR REPORTING INCIDENTS IN SCHOOL OR ON SCHOOL PROPERTY

A. The principal or the person in charge of a school must report all incidents which occur in or about the school premises and all incidents which occur in connection with school activities away from school premises, using incident report form 731A provided by the Office of School Safety. In all cases where a loss of property occurs a copy of form P.O. 4 must be forwarded with the incident report to the Office of School Safety.

B. Incident Reports shall be prepared by the principal/head of school or by an authorized staff member. When completed, incident reports shall be signed by the principal/head of school or a designated representative.

C. Completed and signed incident reports shall be mailed no later than the working day following the incident and distributed as follows:

Original	-	to Office of School Safety
Second copy	-	to the community or assistant superintendent
Third copy	-	to the school custodian
Fourth copy	-	retained by the principal

- D. The principal/head of school must make an immediate telephone report in accordance with the procedures set forth below in cases of serious criminal incident, arrests, injury resulting from criminal acts, or serious incidents of disturbance or confrontation. In addition to the telephone report, the principal/head of school must complete and mail the Incident Report Form.

1. Centrally-operated schools

Telephone reports shall be made immediately to the Executive Director or appropriate supervising assistant superintendent, and to the Office of School Safety.

2. Schools in Community School Districts

The telephone reports shall be made immediately to the Community Superintendent, who in turn shall telephone the Office of School Safety. Where the Community Superintendent cannot be reached, the principal/head of school shall telephone his/her report directly to the Office of School Safety, and notify the Community Superintendent subsequently.

3. Where a telephone report has been made, the completed incident report shall carry a notation to this effect and of the date and time of the telephone report.

E. Witnesses

The principal/head of school or his/her designated representative shall obtain handwritten statements of at least two witnesses, as well as a signed statement from the parties involved, enumerating time, date and place of occurrence, with an accurate account detailing the nature and sequence of events. Statements of witnesses shall be attached to the completed report form.

V. INJURY TO A PERSON-REPORT OF ACCIDENT

In cases where injury occurs to a pupil, to an employee of the Board of Education, or to a person on or about the school premises, whether the result of an incident or of an accident, principals shall also file a Report of Accident. See Regulation No. A-730 for reporting requirements for accidents.

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- I. As part of the continuing effort to provide the safest possible environments for students and staff members in the schools of the city school district, the following requirements shall apply:
 - A. Each school in the city school district shall have a safety plan.
 - B. The Principal is charged with the responsibility of promoting and maintaining safety in the school. To meet this responsibility, the principal shall develop, in consultation with the Union Chapter Committee of the United Federation of Teachers and the Parent Association of the School, a comprehensive safety plan.
 - C. The Principal should be aware that any school policy affecting student participation, discipline and pupil suspension will invariably have an impact on the school safety plan and will necessarily require involvement of a variety of resources. In addition, safety is not the exclusive concern of safety personnel but should be seen as a total responsibility of all staff including custodial, pedagogic and non-pedagogic personnel.
- II. CENTRALIZED SCHOOLS: Heads of all centralized schools will develop safety plans in accordance with this regulation.
 - A. Completed safety plans will be submitted for approval by the principal to the appropriate superintendent by October 30th of each year. Safety plans will be updated each year in order to meet changing needs and conditions.
 - B. The supervising superintendent will forward one copy of each approved safety plan to the Director of School Safety by November 30th, of each year.
- III. COMMUNITY SCHOOL DISTRICTS: Community School Boards and Community Superintendents are requested to direct the principals of all schools under their jurisdiction to develop plans in accordance with this directive.

City School District of the City of New York

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CHANCELLOR

- A. Safety plans should be submitted to the Community Superintendent and Community School Boards for approval in accordance with this regulation.
 - B. Community School Districts are required to forward one copy of each approved school safety plan to the Director of School Safety, Room 601, 110 Livingston Street, Brooklyn, New York 11201. Safety plans will be updated each year in order to meet changing needs and conditions. The updated plan will be forwarded to the Office of School Safety by November 30th, of each year.
- IV. All school safety plans will be subject to the final approval of the Director of School Safety.
- V. Complaints concerning alleged violations of a school's safety plan will be handled as follows:
- A. A complaint by a staff member that there has been a violation of the safety plan may be made to the principal, orally or in writing, as promptly as possible.
 - B. The principal will render a decision within twenty-four hours after receiving the complaint.
 - C. If the staff member is not satisfied with the decision of the principal, he/she may appeal in writing, as promptly as possible, to the central or community superintendent as may be appropriate.
 - D. The Superintendent or Community Superintendent will promptly obtain the information necessary for a decision on the appeal from the principal and will render a decision in writing to the appellant within twenty-four hours after receiving the appeal.
 - E. If the appellant is not satisfied with the decision of the Superintendent or Community Superintendent, he/she may appeal in writing to the Director of School Safety and request a hearing, as promptly as possible, after receiving the superintendent's decision.

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- F. The Director of School Safety will render a decision in writing to the appellant, with a copy to the Principal and Superintendent involved, within forty-eight hours after receiving the appeal. If a hearing is requested it shall be held within forty-eight hours, and the decision will be rendered within forty-eight hours after the close of the hearing. The decision of the Director of School Safety will be final and binding.
- G. Where a substantial number of teachers or staff members have a complaint, their representative, upon their request, may initiate the complaint in their behalf.

SAMPLE SCHOOL SAFETY PLANS

SCHOOL SAFETY PLANS

It is of primary importance that each school develop a workable safety plan which addresses the problems of all staff, students and visitors.

On the following pages you will find three typical School Safety Plans.

School Safety Plan #1 (p. 19) is for a regular IS/JHS with special education classes.

School Safety Plan #2 (p. 24) is for a special education school.

School Safety Plan #3 (p. 29) is for a school with deaf and multiply handicapped students.

SCHOOL SAFETY PLAN #1

Regular IS/JHS

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SAMPLE SCHOOL SAFETY PLAN

I. Physical Plant

- A. Before and after school hours, all school doors and all outer gates are locked and checked. Custodial staff is on duty until 11:00 p.m. daily and on Saturdays - 4 hours, Sundays -2 hours, and holidays-2 hours, and spot checks are made of the building.
- B. Flood lights around the building are in use nightly.
- C. Intrusion alarm system will be in operation.
- D. Fire alarm regularly tested before and after school hours.
- E. All classroom windows are closed before and after school hours.
- F. During the school day, all exit doors are locked to the outside except the main entrance door.
- G. One designated entrance (main) supervised by a security guard and/or school aides shall be used for visitors.
- H. A regular periodic check is made by authorized personnel to insure that the doors are locked. Damaged or defective doors are reported to the custodian at once.
- I. Fire and shelter drill routes have been posted in rooms. All personnel have been assigned tasks and locations for emergency procedures. See attached schedule.
- J. Traffic patterns for emergency dismissals, for example, fire drill, have been established and disseminated to the entire staff.

II. Staff Assignments

- A. Principal - Take post in hallway outside of the Main Office door to give directions, etc.
- B. Assistant Principal - Supervise floors, takes any immediate action that may be necessary on the floor and stands by for orders from the Principal. As soon as possible, report conditions to the Principal via adult messenger. Takes command of the school if the Principal is absent or incapacitated.
- C. Secretary - Monitor telephone, relay instructions to staff, inform parents, keep phones open.
- D. Non-classroom teachers - Reports to floor supervisor for duty assignments.

- E. Security Guard - Implements front door visitor screening procedure, checks entry and exit doors, maintains front door check during emergency.
- F. School aides and Paraprofessionals - Report to floor supervisor, school aides assigned to floor, periodic check of bathrooms, hallways for intruders.
- G. Custodial Staff - Receives direction from Principal. Checks and repairs damage to doors, windows, water lines, and electrical facilities.

III. Internal Security

- A. A desk at the main entrance will be manned by a security guard and/or school aides. All visitors will be required to sign "in" at the main desk. Visitors will then be directed to the main office for identity check. The reason for the visit to the school must be explained to the secretary in the main office. She will then notify the Principal of the particular problem. In the event the Principal is unavailable, the visitor will wait in the main office for him. Visitors will not be allowed to meet with teachers during class sessions. Appointments can be made during prep time or, if possible, during teachers lunch hour.
- B. No personnel, staff or student will be permitted to be in isolated areas of the building alone except for special occasions. All staff will leave the building by 3:30 p.m.
- C. Authorized security personnel will regularly check halls, stairways, and bathrooms to insure safe conditions.
- D. School Intercoms P.A. systems will be maintained in good repair.
- E. When dealing with intruders, the fastest possible method of communication will be utilized. An internal emergency alarm system will be activated. A 3-bell warning signal will alert teachers to the intruder. Intercoms will notify the main office of the area in danger, whereupon, a coded message over the P.A. system will be given, i.e., "THE SUPPLIES ARE IN" the (area in difficulty). The main office through the intercom will notify each assistant principal on the respective floor for further directions regarding the safety of the children and the staff. If there is no P.A. announcement after a 3-bell signal, then all available personnel should report to the main office.

IV. Emergencies

- A. For all assignments during emergencies, fires, or safety see attached list of school assignments for fire and shelter drill.
- B. An evacuation of children and staff during inclement weather or without outer clothing will include emergency relief; children and staff of this school will be housed at I.S. 9.

C. In the event of a bomb scare:

1. Principal is to be notified immediately.
2. Police will be notified and asked to provide search procedures.
3. School will be evacuated re Fire Drill schedule.
4. Evacuation of children and staff during inclement weather--see IV B.

V. Students

Teachers will be asked to show in their plan books that they have reviewed with the children all aspects of the Safety Plan pertaining to their safety.

VI. Teaching

- A. All classes must be dismissed on time. No children are to be kept after school.
- B. Children should never be left unsupervised.
- C. Children should never be sent with personal notes or requests for supplies and/or materials. Teachers are to use mailboxes for such notes or requests.
- D. Children under the third grade should only be permitted to go to the bathroom in pairs. All girls will go in pairs also, all pupils must always carry a classroom pass.
- E. Teachers should instruct all children that if they are late, they can expect to find all the side doors closed. It will then be necessary to enter the building through the main entrance. A late pass will be issued at the main desk.

VII. Parents

Via P.A. system, newsletters and memos to the home, parents will have access to safety program information.

SECURITY GUARD SCHEDULE

8:30 a.m.	Front desk, side entrance
9:00 a.m.	Check all side doors, yard All exit doors, front desk
9:15 a.m.	Front desk, patrol Kentucky Avenue corridor plus all exits
10:30 a.m.	Lunch - Front desk
11:15 a.m.	Front desk, yard
12:00 Noon	Lunch - Front desk
12:45 p.m.	Front desk, yard
1:30 p.m. to 2:50 p.m.	Front desk, Patrol Kentucky Avenue corridor
2:50 p.m. to 3:15 p.m.	Front desk - Exit #3

SCHCOL SAFETY PLAN #2

PS 001
101 First Avenue
Brooklyn, NY 11207

SAFETY PLAN

Division of Special Education

Number of Students Enrolled 150

Maximum 175 Students

Grades 5 through 9

Principal

Gloria Long
101 First Street
Brooklyn, NY 11207

Custodian

Richard Bollati

Police Department Nearest-to-School

84th Precinct
875-6811

Custodian Assistant

Committee for School Safety

Gloria Long, Principal
Alex Dunay, Administrative Corrdinator
Heyward Meeks, Dean
Eddie Meeks, Alternate

SCHOOL SAFETY PLAN #2
Special Education School

Gloria Long, Principal
Alex Dunay, Administrative Coordinator
Heyward Meeks, Dean
Eddie Meeks, Alternate

The aforementioned persons are responsible for administering the school in order listed.

1. All visitors must secure a pass badge from Dean's office before visiting any area.
2. Students - see attached sheet Security Patrols

9:00 a.m. - 12:00 p.m. Halls will be patrolled every period by aides or
1:00 p.m. - 3:00 p.m. administrative personnel

Any student who is so disruptive that he endangers others is to be removed from the classroom and placed in the Crisis Intervention Center. The Dean will deal with the matter and secure appropriate therapy for the student.

I. Physical Plant

- A. A custodian will insure that the school building is physically secure during and after school hours by inspecting building in the morning before school opens and during school sessions. He will make sure that the heating plant is operating safely, checking all safety valves. The fire alarm is also tested daily. After school hours, the school is secured by checking the heating plant, dampers, safety valves. Also, he makes sure that no one is left in the building before locking all the doors and windows, interior and exterior. Before leaving the building, the custodian turns on and sets the alarm system.
- B. Traffic patterns as provided for enclosures.

II. Staff

A. Assignments

1. Principal-Take post in hallway outside of Main Office door to give directions, etc.
2. Administrative Coordinator-Take post at main entrance of occupied floor above OR below on which PRINCIPAL is stationed, depending on conditions. Supervise your floor, take any immediate action that may be necessary on the floor, and stand by for orders from principal. As soon as possible, report conditions to the principal via adult messenger. Take command of the school if the principal is absent or incapacitated.

3. Secretaries-Take post in the Main Office unless ordered by person in charge of school otherwise, to monitor telephone and WYNE or other radio broadcasts. Transmit messages to and from person in charge of school. Make office supply of First Aid materials available as ordered. Refer to the person in charge of the school, requests from adults to take pupils home. See to it that nobody uses the telephone for outgoing calls without authorization from the person in charge of the school. Phones MUST BE KEPT OPEN.
4. Other Teachers-Art, math, health education, etc., who are not on assignment with pupils when emergency occurs - report to person in charge of school for assignments.
5. School Aides and Paraprofessionals-Report to person in charge of school for assignments.
6. Official Class Teachers-are responsible for safety and evacuation of their class when emergency conditions exist.
7. Floor Safety Marshalls
 Basement-Mr. Waco Atkins
 1st floor-Mr. Seward
 2nd floor-Mr. Pyles
 3rd floor-Mr. Chides

Floor safety marshalls shall, in times of emergency, insure that:

- a. Their floor assignments are completely evacuated of all persons.
 - b. Attention is given to anyone in need of assistance.
 - c. Summon additional help, if needed.
 - d. Keep the principal or his deputy informed of any extraordinary conditions.
- B. Information-All staff members have been acquainted with regular and emergency safety procedures. (Regulars will be supplied with a complete file for information and action). A complete file will be available in the office of the Administrative Coordinator for substitutes.
- C. The principal will provide for periodic review and update amendment of the Safety Plan.

III. Students: Safety Program Information is published and posted in all classrooms.

IV. Parents and Community

- A. Liaison with Community and Social Agencies: Mrs. Gross, Mrs. Davis
- B. Liaison with Fire Department:
- C. Liaison with Police Department: Mr. Gonzales
- D. Emergency Notification of Parents: Attendance Office-Mr. Bynum

V. Emergencies

- A. Fire-Building evacuation plan and provision for regular fire drills are listed in enclosures. These notices are posted in all classrooms.
- B. Bomb Scare
 - 1. Building evacuation plan as above is (A).
 - 2. Search assignments by principal and his designated deputies.
- C. Mr. Chips, Administrative Coordinator is our liaison man with the Police Department. He maintains active communication with the 84th Precinct (Captain, Commanding Officer, Patrolman, Roberto Garcia, Crime Prevention Officer).

VI. Door Security Assignments

- A. 1st floor door to street - 387 State Street - Mr. Al Forest
- B. 1st floor door to yard - 387 State Street - Mr. Dean Slowe, Aide
- C. 1st floor door to yard - 387 State Street - Mr. Ken Warren, Aide

I have conferred with parents and the UFT Chapter Chairman in the development of this Safety Plan.

Gloria Long, Principal

EVACUATION OF SCHOOL BUILDING DURING EMERGENCIES

1. Class Lines-Double Formation under strict control of assigned teacher.
2. Class will use exits indicated on Room "Fire Drill Card", except in situation which precludes using said exits.
3. Precedence-The class or group already proceeding down a stairway will take precedence, and should not be interrupted, except where there is immediate danger to the group.
4. Assigned Floor Fire Marshall's will direct traffic according to above procedures, as far as practical.
5. Keys for the roof exit, near Room 301 are located in Room 301 - Mr. Buela, and in Room 307, Mr. Hatoff. This exit would be used in the event of stairways being blocked.

SCHOOL SAFETY PLAN #3

BOARD OF EDUCATION OF ROCK HILL, SOUTH CAROLINA

SCHOOL FOR THE DEAF

JUNIOR HIGH SCHOOL 84

240 East Third Street

Rock Hill, South Carolina 29730

SAFETY PLAN

MAIN BUILDING:

School for the Deaf
Junior High School 84
240 East Third Street
Rock Hill, S.C. 29730

EAST ANNEX:

School for the Deaf
Junior High School 84
Annex
100 Bynum Avenue
Rock Hill, S.C.

Number of students enrolled: 600

Grade level: Infant - 9 plus continuing educational program

PRINCIPAL:

Mrs. Bessie Green
School for the Deaf
Junior High School 84
240 East Third Street
Rock Hill, S.C. 29730

CUSTODIAN
MAIN BUILDING:

Ms. Mary Wells
J.H.S. 84
240 E. Third St.
Rock Hill, S.C.
29730

CUSTODIAN Mr. Adam Conte
EAST ANNEX: J.H.S. 84
100 Bynum Ave.
Rock Hill, S.C.

Mr. George Watson
J.H.S. 84
240 E. Third St.
Rock Hill, S.C.
29730

Mrs. Alice Graham
J.H.S. 84
100 Bynum Ave
Rock Hill, S.C.

Objectives of the Plan

The following levels of conduct are prohibited on school property and constitute threats to the safety of the school:

1. Willful physical injury to any person.
2. Willful damage to property.
3. Willful disruption of the orderly conduct of classes or of any other school program or activity.
4. Entry upon any portion of the school premises for any purpose other than its authorized uses.
5. Willful interference with the lawful and authorized activities of others.

The principal is charged with the responsibility of maintaining security and safety in the school by implementing appropriate procedures: providing safe conditions, facilities, supervision and staff; and taking action against those who threaten the safety of the school.

Acknowledgements

Administration:

Mrs. Potter

Mrs. Hall

Mrs. Durham

Mrs. Roach

Mr. Howard

Staff

UFT Chairman, Mr. D. Halston

Ms. Dior

Mrs. Davis

Mrs. Young

Mrs. Green

Mrs. Boder

Ms. Yong

Acknowledgements - (Continued)

Staff:

Mr. Roth

Ms. Miller

Ms. Mazzanti

Mr. John

Mr. Baxter

Custodial Staff:

Mr. Skit

Mr. Henderson

Para-Professional:

Mr. Riley

School Aide:

Mr. Soo

PTA:

Mrs. Ayola

Outline of Organizational Structure and Duties

Organization Structure

PRINCIPAL

Ass't. Prin.
Prin

Ass't. Prin.

Ass't. Prin.

Ass't.

MAIN

BUILDING

56 Teachers

2 Secretaries

16 School Aides

2 Security Guards

WING and EAST ANNEX

50 Teachers

2 Secretaries

9 Para-professionals

11 School Aides

2 Nurses Aides

1 Security

Guard

Order of Succssion:

Principal

Assistant Principal #1

Assistant Principal #2

Designated Teacher #1

Designated Teacher #2

Main Building

Assistant Principal #1

Assistant Principal #2

Designated Teacher #1

Designated Teacher #2

East Annex

I. Regular Security Procedures - Main Building

A. Visitors

1. All doors leading into the building are locked except for those at the Main entrance. Here a security guard is kept on duty. Visitors are required to make use of the sign in - sign out book.
2. Visitor is escorted to main office. Here, official visitor pass is issued, indicating room to be visited.
3. Appropriate party is notified.
4. When leaving the building, visitors are requested to sign out the time of leaving the premises.

B. Students

1. Hall Passes

Pupils should be in their classrooms at all times except for unusual needs. At that time, they should have a pass. In the middle school, teachers should accompany class as a group to the bathroom.

2. Late Passes

Late passes should be issued for all late arrivals by the teacher on late duty, or by previous teacher in situation of junior high school classes where there is a change of periods.

3. Outer clothing should not be worn in school.

C. Staff

1. All school personnel should wear identification name plates.
2. Substitutes should be provided with name stickers.
3. Teachers are advised to lock doors when alone.

D. Signal System and Intruder Alert

1. After being informed of the presence of an intruder in the building, the intruder alarm system will be used to alert the staff.
2. All rooms are to be locked immediately and no one is to enter or leave.
3. Notify main office or supervisor of any child out of the room and of his whereabouts.
4. Assistant Principals, Custodial staff, security guards, etc. should cluster in groups to search for the intruder.
5. Main office (supervisor) will determine need to seek police assistance.
6. Signal for "all clear" will be announced on the public address system.

E. Establishment of Security Posts

1. Main Entrance - only one door to the building is to be used and that to be patrolled by a security guard.
2. Sweep of floors periodically by security guard and supervisor.
3. Each hallway - if possible - should have a staff member on duty to be available for emergency situations.
4. Staff should be reminded of safety procedures periodically at conferences and a copy of this Safety Plan be provided to each teacher for personal review.

F. Key Control

1. Keys should be placed in metal key holder cabinet at checkout time. Master lock is provided
2. Staff responsible for all keys issued. All key rings are numbered to correspond to time card and organizational number.
3. Master keys only distributed to key personnel.
4. Lost keys to be reported to custodian immediately.
5. Changing of lock cylinders is a custodian responsibility upon instruction from the principal.

Regular Security Procedures - East Annex

A. Visitors

1. There will be signs posted at entrances and in elevators directing all visitors to observe the following procedures:
 - a) see security guard
 - b) receive pass for SEIMC
 - c) if visitor's destination is in the school proper, he will be referred to the main desk where he will
 - 1) present object of his visit; 2) sign name in visitor's book; 3) in said book state time of entry and destination; 4) receive pass to destination along with adhesive name tag; 5) on completion of business, return to main desk, return pass and next to previous entry of name and time of arrival, indicate time of departure.
 - d) person being visited will be notified by the main office through the intercom.

B. Students:

1. All Junior High students will travel in class groups with a section book listing their program for the day. In addition, every Junior High student will have his own program card.
2. In the event that a Junior High student is acting as a monitor, he will be given a pass which will show his name, destination and the time he left his class.
3. Late arrivals will receive passes from the home room teacher directing the child to the class which he should be attending and indicating the time that he left the home room.
4. If a student fails to report to a class or other activity within a reasonable time after a period change, the teacher expecting that child will notify the main office, and appropriate steps to find the student will be taken.
5. Except for trips, gym activities, or breakdowns in the heating system, outer clothing is not to be worn in school.
6. Elementary students will be escorted by a teacher to all activities.
7. Junior High and elementary students will carry a bathroom/water pass when they visit the lavatory or fountain. They will go to these places one at a time unless they are escorted by a teacher in a group.

C. Staff

1. Staff and ancillary personnel shall wear identification name plates at all times.
2. See B. 5. Individual discretion is advised.

D. Signal System

1. Intruder alert system is operative. Further coded instructions may be given through PA system.
2. All announcements, in emergency situations, will be made by supervisor or designated staff.

E. Intruder Alert

1. Intruders or improperly identified persons should be reported to the main office through the intercom system.
2. See D, items 1 and 2.
3. Designated staff members will report to main office for instructions.
4. Office will alert staff that emergency is ended.

F. Establishment of Security Posts

1. Sixth floor hall is covered by teachers as part of their administrative assignments during times of major traffic (2nd through 6th periods).
2. The security guard mans the security desk in the lobby between 8:00 A.M. and 3:30 P.M. During his necessary breaks, his post is covered by a school aide.
3. Elevator operators are alerted to look for passes of visitors.
4. An additional security guard would be of great benefit in the upgrading and maintenance of optimally safe conditions.
5. Increasing the number of intercoms in strategic locations would likewise be desirable in expanding communication capability in critical situations.
6. Security guard and staff on Hall Duty will receive written instructions on procedures to be followed in both ordinary and extraordinary circumstances.
7. Patrol posts will be established and their function, patterns and procedures will be devised and defined.

8. Special sweeps will be conducted at the discretion of supervisor.
9. Staff members designated to participate in intruder alert (see E, item 3) together with whatever other personnel deemed necessary will conduct sweeps.
10. Starting point and pattern will be established by supervisor according to the nature of the specific situation.
11. The mail room on the main floor will serve as a holding area.
12. Procedures used will be those outlined in Board of Education by-laws.
13. A written plan for intruder and related emergencies will be provided to all staff members.
14. There will be a departmental or staff conference to clarify and highlight procedures to be followed.
15. Supervisor will rotate assignments as the need arises.
16. Each Supervisor will be responsible for the coordination and implementation of the safety program for his department.

G. Emergency Procedures

1. Custodial staff will prepare floor plans showing location of fire extinguishers, fire hoses, stand-pipe systems connections, fire boxes and fire blankets. A plan for each floor will be centrally posted on that floor, and the staff will familiarize itself with all plans. In addition, there will be an annual demonstration in the appropriate use of all fire prevention equipment.
2. Part of one staff conference will be devoted each year to fire prevention and escape procedures. Perhaps the Fire Department might be involved.

H. Key Control

1. Keys should be placed in metal key holder cabinet at check-out time. Master lock is provided.
2. Staff responsible for all keys issued.
3. Master keys only distributed to key personnel.
4. Lost keys to be reported to custodian immediately.
5. Changing of lock cylinders is a custodian responsibility.

II. Emergency Procedures

Good judgement on the part of the staff, rather than rigid regulations, should govern the conduct, routines and routes of exit as they leave the building.

A. Fire

1. All personnel are to be thoroughly familiar with fire drill instructions and signals, immediate evacuation areas and building exits posted in every classroom and in all important areas. When any member of the staff sees fire, or is seriously suspicious of fire, he is instructed to ring the nearest fire box by pulling the lever and releasing immediately. The person pulling the alarm should notify the main office of the whereabouts of the fire as quickly as possible. Fire alarm boxes can be found in the following locations:

	<u>Main Building</u>	<u>New Wing</u>	<u>East Annex</u>
<u>Main Floor</u>	Cafeteria, hallway near west exit, main lobby, hallway near east exit	By main entrance	
<u>First Floor</u>	Foyer in rear of auditorium, outside rooms 100, 150, 156.	Outside rooms 116, 130.	Corridor, assembly area.
<u>Second Floor</u>	Outside rooms 200, 220, 250, 251	Outside rooms 228, 250.	Corridor, library.
<u>Third Floor</u>	Outside rooms 301, 350, 351, 359		Corridor, student's cafeteria.
<u>Fourth Floor</u>	Outside rooms 401, 424, 450, 452.		Corridor, outside room 404.

	<u>Main Building</u>	<u>New Wing</u>	<u>East Annex</u>
<u>Fifth Floor</u>	Gymnasium; east end, west end; outside rooms 502, 553, 554.		Corridor, new teaching complex.
<u>Sixth Floor</u>			Corridor, open teaching complex 610.
<u>Seventh Floor</u>			Corridor, outside room 701.
<u>Eighth Floor</u>			Corridor, near north stairs.

Direct call boxes to the Fire and Police Departments in the Main Building are located outside the principal's office and in the foyer in the rear of the auditorium. In the East Annex, the direct call box is located outside room 50. Follow directions written on the boxes.

2. Standard Evacuation Procedures

An immediate evacuation of the building follows according to fire drill procedures and routines. The latest Fire Drill Schedule and Special Fire Drill Assignments, reviewed, rewritten and distributed annually, is to be implemented. See attached 1977-78 schedule. An inspection is made on every floor and in every room and lavatory by assigned personnel. Children and school personnel are to stand in orderly arrangement in the streets, clear of the buildings. The all-clear and signal for re-entry is given by the Principal and relayed to all key points, after consultation with fire representative and custodian, if involved. A fire drill signal of two bells announces preparation of five minutes for a fire drill with clothing. All procedures as for a Fire are to be followed.

FIRE DRILL SCHEDULE - OCTOBER 1977 - JUNE 1978

SPECIAL FIRE DRILL ASSIGNMENTS - MAIN BUILDING

	<u>A.M. and P.M. Assignments</u>	<u>Additional P.M. Support for Napping Babies</u>
Room 102	Mrs. Ward, Mrs. Singer	Miss Bouganem, Mrs. Burke
Room 103	Mrs. Richardsor, Mrs. Plyers	Miss Munson
Room 107	Mrs. Donaldson	
Room 108		Mrs. Rogers, Mrs. Talalay
Room 109	Ms. Fierstein, Mrs. Russell	
Room 110	Mrs. Pond	

ORTHOPEDICALLY INVOLVED CHILDREN - SPECIAL ASSIGNMENTS TO

TAKE CHILD OUT OF BUILDING

CRMD

Margaret Munson.....Miss Jensen
Fred Rathe.....Mrs. Schroeter
Jaime Remar.....Mr. Davis

MAIN

Andres Taveras.....Mr. Stevens

ASSIGNMENTS FOR CHECKING EACH FLOOR - - ROOMS AND LAVATORIES

1st Floor - Ms. Edwards (after Room 103)
2nd Floor - Miss Chesney - South Mrs. McMahon - North
3rd Floor - Miss Cohen - South and North
4th Floor - Miss Matthews - South and North
5th Floor - Mr. Grey

ABOVE TEACHERS: Report to Mrs. Michaels, 23rd Street, after checking assignment.

NEW WING

1st Floor - Mr. Zimmerman

2nd Floor - Mr. Paul

Mrs. Duncan - Main Floor - Wing and Main - elevator area and also fill as directed. All other Teacher Aides, Graduate Assistants, are to assist class with whom they are working.

Principal - 23rd St. - West Exit - in charge of overall supervision

Assistant Principals - Assistant Principal I - 24th Street

Assistant Principal II - 23rd Street - East Exit

EAST ANNEX

During Fire Drills, the following people will check the floor listed next to their name and report to the Main Lobby that their floors are clear:

8th Floor.....Mrs. Allen

7th Floor.....SEIMC

6th Floor.....Mrs. Burke

5th Floor.....Mrs. Pitti

4th Floor.....Mrs. Grafton

3rd Floor.....Mrs. Goldstein

2nd Floor.....Mrs. Sharp

Main Floor.....Mrs. Owens

Emergency Back Up - Ms. Brown, Mr. Bryant, Mrs. Boehm

B. Bomb Scare:

1. The following procedure has been outlined for the guidance of school personnel in handling bomb scares:

Upon receipt of a bomb threat, by telephone or otherwise, the recipient should immediately notify the principal and/or key personnel in charge. The information should then, without delay, be forwarded to the Police Department Communication Bureau of the borough concerned. The telephone number is: 911. An attempt should be made to delay caller for tracing the call and/or to determine exact location of the bomb. Particular emphasis should be placed on retaining the exact wording of the original message, and if verbal, whether it was a male or female voice.

- a. Office of school safety is notified.
- b. The situation is evaluated by principal and/or key personnel.
- c. A decision is made re: evacuation.
- d. The P.A. system is used to announce evacuation or the fire drill alert system is used. Evacuation should follow standard evacuation procedures listed under Fire. The entire building is evacuated if the informer did not specify an area. If a particular area is specified, a determination should be made re: evacuation of that area or the entire building.
- e. Children and school personnel should wait outside at a safe distance from the building.

2. In the interim between receipt of the message and the arrival of the police, it is suggested that school personnel not required to assist in the evacuation, conduct a discreet search of the school for a suspicious package or box.

- a. Upon arrival of the police, responsible school personnel should be available to confer with members of the department so that a clear determination can be made regarding all previous developments. This latter procedure is necessary so that a systematic plan of action may be formulated.
- b. An in-depth search is undertaken by informed and knowledgeable persons after discussion on need for bomb dogs or specialized bomb unit.
- c. All persons designated to search will be instructed that they should never touch any item which appears suspicious. They are merely to note its location and report so that the principal or designee may make a decision on evacuation of building or other appropriate action. It should be clearly understood that removal of suspicious objects shall be undertaken only by the Police Department.
- d. Floor plans or safety plans should be made available by custodian after search and/or bomb finding.
- e. Police and responsible school personnel review and critique situation. Decision is made for school re-entry or dismissal or use of community facilities until dismissal time.
- f. If early dismissal is determined, bus company is notified and as many parents as possible.

III.

Other Emergency Considerations

A. Medical Kits

Medical kits should be checked from time to time and kept in a secure place. All medical problems should be referred to the school nurse for appropriate follow-up.

B. Drug and Alcohol Abuse

This concern requires that teachers be prepared to render immediate assistance to save lives and to minimize disability. The guiding principle to be observed is that the person who administers first aid is not a physician but one who assumes responsibility for providing immediate and temporary care until the services of a physician can be obtained. It is important that all school personnel be sensitized to possible behavioral evidences which might suggest drug abuse. Among the manifestations are: disorientation, confusion, euphoria, auditory and visual hallucinations, delusions, distorted sensory perception, drowsiness, lack of coordination, feelings of detachment, incoherent speech, disruption of thought processes and unconsciousness. Pronounced narrowing of pupils of the eyes and needle marks on the arms and other parts of the body are physical signs indicative of possible heroin abuse. See Special Circular #70, 1976-77, Information and Resources Relative to Drug Abuse Education and Services for further information.

C. Physical Plant - Custodial Function

1. Structure
2. Heating Plant
3. Fire Alarm System
4. Intrusion Alarm System
5. Personal Alarm System
6. Entrances and Exits
7. Utility Systems
8. Telephone System
9. Vault and Key Boxes
10. Stairwell Plan
11. Vulnerable Areas
12. Emergency Shelter Areas
13. Health and First Aid Facilities

D. Liaison Needs

The administration recognizes the need for maintaining ongoing communication with community agencies, school and parent organizations and representatives of city-wide task force units in order to insure the safe operation of the school.

CLASSROOM STRATEGIES FOR TEACHING SAFETY

CLASSROOM STRATEGIES FOR TEACHING SAFETY

One of the prime responsibilities of staff and students is keeping the school environment safe.

The following strategies detail ways in which the teacher can assist students in developing the skills necessary to meet those responsibilities.

These lessons are designed for a wide range of students. Teachers should therefore modify them as necessary to meet the needs of their individual class.

LESSON #1

Educational Objective

The student will be able to differentiate between objects that need to be carried in a safe manner and those which do not.

Motivation

Show the students pictures of people carrying potentially unsafe and safe items, e.g., a person carrying a knife to the kitchen sink, someone carrying paper bags, jars, pencils, etc. Ask the students if it matters how the people are carrying the items. Discuss the meaning of safe and dangerous.

Problem: What is the safe way to carry things at schools?

Vocabulary: safe, dangerous, incorrect, correct, harmful, unsafe

Materials: tray, box of crayons, scissors, cup of water, pencil, paint jar, sheet of paper, chalk, sponge

Procedure: Explain to the class that sometimes it does not matter how they carry certain things at school and sometimes it does. Present a tray with different classroom materials. Pick up items one-by-one. Show them to the class. Call on students to identify the items. Call on one student to stop and look at a given object (e.g., scissors). Have student pick it up and tell the class how he/she will carry it back to the seat. Ask why she/he chooses to carry it in that particular manner. Call on another student to stop and look at a given object (e.g., eraser). Ask the student if it matters how it is carried. Continue until all of the objects are carried. Call on someone to pick up a given object and carry it in an unsafe manner. Tell the rest of the students to say, "Stop - look." When the student carrying the object stops, select someone to tell the class how the object should be carried. The student holds the item in the correct way and the students say "carry."

Evaluation: Worksheet

Place an "X" on the pictures that show dangerous situations.



Extenders:

- Take photographs of students involved in activities which require carrying objects.
- To reinforce the safe way to carry scissors, make a rexo drawing of two children, one carrying scissors in a safe manner and the other child carrying scissors in a dangerous manner. Student will "X" out unsafe child and circle safe child. Have students cut out a border that was drawn on the rexo (demonstrate how to cut).
- Discuss the various job classifications that require a knowledge of the appropriate way to use cutting implements.

LESSON #2

Educational Objective

The student will utilize sharp objects in a correct manner.

Motivation

Show pictures of people making things from used materials.

Problem: How would you use a sharp instrument in making an art project.

Vocabulary: instrument, safe

Materials: Old holiday cards, black crayons, sharp scraping tools, such as scissor points, a metal nail file, knife or ruler edge, newspaper

Procedure: Discuss/review the safe way to use sharp objects. (Adapt review of safety rules to the appropriate grade level and handicapping condition.) Tell the class that they will be doing an interesting art project using sharp objects. Have students cover their desks with newspapers. Hand out or have students select holiday cards. Demonstrate procedure as explaining:

- . "Face the card up on the covered desk."
- . (Hand out crayons.) "Color the face of the card with black crayon. Press down hard and make it heavy and dark."
- . (Hand out the sharp objects.) "Take the sharp 'object' and scrape a picture." (You may want to show the students a finished one before they begin to draw.) "Look at the colors that come through--almost like magic."

Evaluation: Observing the utilization of the instrument.

Extenders:

- . Make a poster of the safe way of using sharp objects.
- . Cut holiday decorations appropriate to the holiday at hand.
- . Show photographs of Haitian steel drum sculptures, discuss how they are created.

Lesson #3

Educational Objective

The students will be able to construct a set of class rules.

Motivation

We live with rules everyday. What kind of rules are in your home? What things do you have to do at home? What are you not allowed to do? What would happen if we didn't have rules to follow?

Problem: How do class rules keep us safe?

Vocabulary: rules, safe, unsafe, sharp

Materials: safe/unsafe objects

- Procedure:**
- . Tell the students that in order to work in a safe classroom, the students must have and work with rules.
 - . Tell the students, all of them will be part of the making of rules.
 - . Call on students to relate a rule that will keep them safe:
Elicit: e.g., "If wheelchair bound we will drive carefully."
 - a. We will walk - We will not run.
 - b. We will carry sharp objects carefully.
 - c. We will keep our hands to ourselves - We will not push or hit.
 - d. Etc.
 - . As students elicit their class rules, teacher writes them on the board.
 - . Students make a bulletin board of the class rules. Give students a collection of magazines. Students cut out words for a given rule. Students paste rules on a poster board.
 - . Place the poster board on the bulletin board.
 - . Title it OUR RULES
 - . Go over each rule with the students.

Evaluation: Make a checklist with students' names and dates:

(Jennifer's Art)

WE FOLLOW THE RULES

Students' Names	Dates
Jose Collayo	
David Petts	
Yolanda Lewis	
Sonia Gonzalez	
Michael Cucuta	
Carolyn Schuler	

- . Place stars for students who follow each rule everyday and a month later, place the stars for the students who follow the rules on a weekly basis.
- . Instead of pasting stars, make a legend color key.

blue
 = followed every rule

7 1/2 red = followed some of the rules


blank = all rules broken

- Extender:
- . Visit a local firehouse and discuss the rules the fireman/firemen follow.
 - . Discuss the rules for following a fire drill.
 - . Visit a local police precinct and talk to the police about the rules they follow during the day.

Lesson #4

Educational Objective

The student will recognize the need for specific rules.

Motivation

This is a good lesson to conduct after the classroom rules are posted.

Review each rule that was contributed to the class.

Discuss the rule and examine the fairness of it. Ask the students to answer why it is important to follow them. Ask the students what the consequences are if they are not followed.

Problem: What are the rules we must live by?

Vocabulary: rule, law, tradition

- Procedure:
- . Place the vocabulary words on the board. Guide the student in defining law as rule established and enforced by a society through its government.
 - . Guide the students in defining rule as applying it to games, correct behavior for certain times, and places such as rules in the class and school.
 - . Traditions are "unwritten" ways of believing and thinking that is passed down from generation to generation.
 - . Discuss with the class different laws that affect them (i.e. littering, stealing, etc.). How does it affect them.
 - . Discuss rules that have been established at home. How do the rules affect the members of their home. What would happen if they did not have these rules at home?
 - . Discuss the rules of the school (i.e. hallway passes, promptness to school, etc.). Discuss the reasons why the rules are good. What would happen if the school didn't have rules.
 - . Many students are first American generations. Familiarize yourself with different traditions associated with your class population (i.e. Puerto Rican, Oriental, Moslem, etc.). Call on the students to discuss the rules that they follow because their great-grandmother, grandmother and mother do.

Evaluation: Answer the following questions:

Rules I Must Follow

A. My rules at home:

1. _____
2. _____
3. _____
4. _____

B. Who made these rules? _____

C. Are they good rules to follow? ☐ yes ☐ no

D. What would happen to me and/or my family if rules were broken?

E. School/class rules:

1. _____
2. _____
3. _____
4. _____
5. _____

F. Who made these rules? _____

What would happen if the school/class didn't have rules?

- Extenders:
- . Set out a board game. Talk about the rules. Play the game.
 - . Set up a class rules checklist for the students. Give out tokens for those who follow the rules.

Lesson #5

Educational Objective

Student will reinforce the knowledge of school rules.

Motivation

Call on the students to review class and school rules: re: What do you need before you leave the classroom? elicit - You need a hall pass. How do you go down the hall safely? elicit - You walk, don't run. What do you bring to school to be prepared? elicit - notebook, pencil. Continue with a class review of the rules.

Problem: What are the rules of the school?

Vocabulary: rules

Materials: students, chairs, a bell, blindfold

- Procedure:**
- . Tell the students that they are going to play a game to help them remember the rules.
 - . Tell the students the rules of the game. Teacher will choose a student to be "It". "It" will wear a blindfold and sit in a chair with his/her back facing the class.
 - . The rest of the class will arrange the chairs in a semi-circle. Students arrange the chair (teacher demonstrates).
 - . Show the bell to the students. Explain that each one will ring the bell and pass it to the next person when it says GO
 - . When "It" says Stop the person who has the bell says "Take a guess".
 - . If she/he guesses correctly, change places with that person. We now have a new "It".
 - . If "It" guesses wrong, the person called on shows that she/he doesn't have the bell and gives a safety rule. If she/he doesn't know a rule, then he/she becomes the new "It".
 - . Rules can be used only once.
 - . Teacher begins the game by choosing the first "It".

Conclusion: Restate problem: What are the rules of the school? Elicit (to be written in).

Evaluation:

Extenders:

- . Make a board game with the rules.
- . Have students complete a word puzzle of rules.

Lesson #6

Educational Objective

Student will demonstrate correct toileting skills to maintain safety.

Motivation

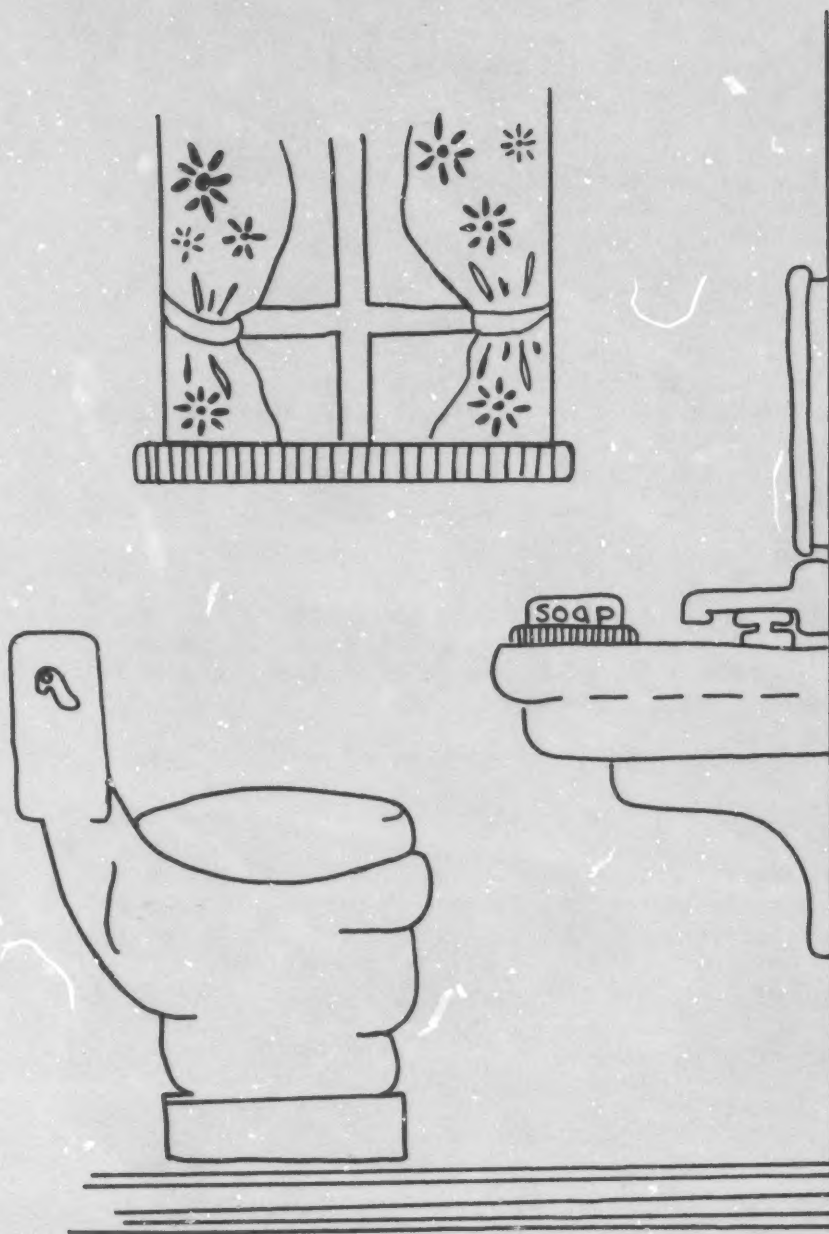
Show a picture (photograph) of a bathroom. Ask "What is this?" Elicit: "bathroom." Teacher asks "What is in the bathroom?" Elicit: "sink and a toilet." Show a picture of a toilet with toilet paper. Teacher points to the toilet paper and asks, "What do we use the paper for?" Elicit: "To wipe ourselves." "When do we use it?" Elicit: "After we use the toilet." Teacher points to the handle to flush the toilet. Tells the students that they press the handle to flush the toilet.

Show a picture of a sink. Ask students "What is this?" Students elicit: "A sink." What do we use the sink for? "Elicit: "To wash our hands, face." Teacher asks: "When do we use the sink?" Elicit: "After we use the toilet." Teacher points to the faucet handle. Asks "What does this do?" Elicit: "Turn on and off." Teacher asks: "When you turn it on, what comes out." Elicit: "Water." Teacher points to a bar of soap on the sink. Asks: "What is this?" Elicit: "soap." "What is it used for?" Elicit: "Washing the hands"

- Problem: How do we use the toilet correctly?
- Vocabulary: sink, toilet, bathroom, faucet, turn, press
- Materials: pictures of bathrooms, pictures of sinks, pictures of toilets. The bathroom.
- Procedure:
- . Teacher and Paraprofessional take the students to the bathroom.
 - . Teacher and/or paraprofessional demonstrates correct toileting skills step by step.
 - . The use of toilet - the use of toilet tissue, pressing toilet handle - to flush toilet.
 - . Sink-turning on water - taking the soap and washing hands with soap and water. Rinsing the hands with water. Turning the faucet off. Drying the hands.

Evaluation: THE BATHROOM

Color the sink blue
Color the toilet red.
. Color the soap green.



Lesson #7

Educational Objective

Student will learn the importance of using eating utensils correctly.

Motivation

Show students pictures of forks, blunt knives and spoons. Show a real fork. Ask the students what is it? How is it used? Do the same with a knife and a spoon.

Problem: How do you use eating utensils in a safe manner?

Vocabulary: safe, hold, handle, sharp

Materials: plastic forks, spoons, knives, bread, peanut butter, jelly, cake, paper plates, small cups, paper trays.

Procedure:

- . Set up a cafeteria system in the classroom: Set bread, peanut butter and jelly in individual cups, (cake?), eating utensils.
- . Paraprofessional and one student serve the food on the trays to students on line.
- . Seat the students.
- . Demonstrate to the students the process of making the peanut butter sandwich: Use the knife to spread the peanut butter. Spoon the jelly on to the peanut butter; spread it with a knife. Cut the sandwich.
- . (Paraprofessional and teacher assist the students)
- . Students eat the sandwich.
- . Students receive cake. Teacher and paraprofessional demonstrate how to hold fork properly. Teacher and paraprofessional assist students. Students eat the cake.

Evaluation: Teacher observation

Directions: Draw a line of the picture
to the right word knife
 spoon
 fork



Lesson #8

Educational Objective

Student will recognize the significance of safety words.

Motivation

Every day we read certain signs such as: "Men At A Construction Site", "Exit Signs", "Danger Signs", etc. It is important to learn to read and understand these words.

Problem: What are the safety words which we see frequently?

Vocabulary: emergency, danger, men at work, caution, exit, enter, pull - push (as on door), in - out, etc.

Materials: dictionaries

Procedure: .Place the words on the board and have students copy them
 . Students orally read the words.
 . Students find them in a dictionary.
 . Students give the definition in their own words.

Evaluation: Check Sheet

SAFETY WORDS

Directions: Fill in the missing letters.

- | | |
|------------------|-----------|
| 1. _m _ge c_ | 8. _ _ s_ |
| 2. D _ge_ | 9. _n |
| 3. M _ _ t w _ k | 10. _ _ t |
| 4. C _ t _ _ n | |
| 5. x _ _ | |
| 6. P _ _ l | |

Extender: Student labels drawing paper with a vocabulary word and draws a picture in relation to it.

Lesson #9

Educational Objective

Student will be knowledgeable about the various school jobs related to safety.

Motivation

Tell the class that the school is a safe place to be. Ask the class: Who are the people who make it safe for us? Students elicit: Security Guards, Principal, Custodian, etc.

Problem: What are the school safety jobs available to us in the future?

Vocabulary: career, education

Materials:

Procedure: Discuss the different jobs:

Security Guard
Custodian

Dietician/Cook
Nurse/Nurse's Aide

What are the responsibilities of the job(s)?
Who are their supervisors?
What kind of education is necessary?

Evaluation: See Worksheet

JOB SEARCH IN THE SCHOOL

Directions: Put check(s) in the correct boxes

Custodian Security Guard Dietetician Cook Nurse Nurse's Aide School Cross Guard Bus Driver Paraprofessional	
--	--

Extenders: Create a bulletin board with school job related to safety.

Lesson #10

Educational Objective

Students will learn the importance of practicing safety in the gym.

Motivation

Teacher and students discuss individual reasons why safety in the gym is an important problem. What are some of the safety procedures? Elicit: Taking care of gym equipment, etc.

Problem: What are some of the safety rules set up by the teacher?

Vocabulary: safe, ball, stop

Materials: Balls, ropes, quiet games, mats, etc.

Procedure:

- . Bring the students to the gym. Bring out the equipment. Show the equipment individually. Ask what it is used for. How is it cared for? How can accidents be prevented? Where is it stored? Why are you responsible for putting it away after it is used? etc.

- . Teacher organizes a couple of games for the students. Students are responsible for the equipment.

- . Cleaning up: Teacher assigns several jobs to students.

Evaluation: Teacher observation.

Extender:

- . Place gym rules on the wall.

- . Make a check list of different safety rules for students. Place a star on the check list when students follow rules.

Lesson #11

Educational Objective

Students will identify objects in the schoolyard and reasons to practice safety in the school yard.

Motivation

Should you practice safety in the schoolyard? Give reasons.
Wait for responses from students.

Problem: Permit students to formulate rules for safety in the schoolyard.

Vocabulary: rules, safety

Materials: charts

- Procedure:
- . Make charts from student responses in reference to following rules in the schoolyard from the teacher. Allow students to draw pictures of different games that can be played and the importance of being careful for themselves and other classmates.
 - . Divide the class into a schoolyard and let students play quiet games that can be demonstrated while in the outdoor area.
 - . Remind students to react in a quiet manner as not to disturb other classes.
 - . Reinforce the concept of being courteous to other classmates during play therapy.
 - . Remind students not to speak to strangers that may be passing through the yard. Always consult the teacher when in doubt.

Evaluation: Teacher observation

Extender: Create posters relating to safety in the yard.

Lesson #12

Educational Objective

Students will learn the safety rules in the auditorium.

Motivation

Discuss with the class the different programs held in the auditorium. Why are they held for you? How can you, as a student, make the experience enjoyable and safe?

Problem: What is the procedure for safety in the auditorium?

Vocabulary: auditorium, seat, row, safe, push

Materials:

- Procedure:**
- . Discuss the rules.
 - . Walking in line - following the teacher (do not push, or talk).
 - . At the auditorium: wait for the class in front of you to go. Follow teacher's and supervisor's instructions as to what rows to sit at.
 - . Be quiet - listen to the program. Do not throw things, hit other students or talk.
 - . When the program is over, do not get up and leave - wait for instructions.

Evaluation: Teacher observation

Extender: Assign a student to be a teacher assistant for the auditorium activities.

Lesson #13

Educational Objective

To reinforce the need for safety in the halls.

Motivation

Relate to students the correct manner to walk in the halls. Let students write their own safety rules with assistance from the teacher.

Problem: Should you run in the halls or walk quietly? Give reasons. If someone falls in the hall, should you laugh or go to the aid of that person? Wait for responses.

Vocabulary: halls, run, walk, behave

Materials:

Procedure:

- . Take the class on a walking tour in the halls. Demonstrate the need for safety while other classes are also traveling in the halls. Reinforce courtesy rules, such as being kind and helping each other.
- . Form a "buddy" system with other classroom teachers. Let the classes visit by walking the halls, mingling with other students, discussing hallway safety, playing quiet games and returning to their classes.

Evaluation: Teacher observation

Extender:

- . Bulletin board.
- . Writing a composition.

LESSON #14

Educational Objective

The student will recognize signs that relate to their safety and well being.

Motivation

If there is construction going on in the neighborhood, ask the students if the construction site has signs posted. If so, ask what signs have they seen? Ask what may happen if signs were not put up.

Problem: What are the different safety signs that are seen in the city?

Vocabulary: enter, exit, danger, Men At Work, walk

Material: rexo with related safety signs as in vocabulary listed above in columns

- Procedure:**
- . Explain to the class that people need signs to know where to go, how to go, etc.
 - . Call on students to tell the class different signs they have seen around the city. Cue them by asking "What signs are in the movie theater, at a store?" etc. As the students tell the class, write the signs on the blackboard.
 - . Discuss each sign and the meaning. What places would they see the sign?
 - . Hand out the rexo. Students find as many words as possible from each sign and write them under the word.

Example:

ENTER

CAUTION

Ten
Rent
Teen

Cat
To
No

- Evaluation:**
- . Hand out worksheet with clozure exercises.

Fill in the missing letter

d _ ng _ r

p _ sh

e _ it

e _ t _ r

p _ l _

. Fill in the blank with the correct words from the wordbox.

EXIT

ENTER

DANGER

MEN AT WORK

- . We leave through the door that has the _____ sign.
- . Watch where you walk, the sign says "MEN _____."
- . The sign "_____" means we can go in through the door.
- . Watch out, the sign says "_____, Broken Glass."

- Extenders:
- . Students make and color safety signs.
 - . Make a bulletin board of safety signs.

Lesson #15

Educational Objective

The student will respond appropriately and quickly to a Fire Drill signal.

Motivation

'Fire bell', 'Fire bell': What is a Fire bell? What does it mean? What is a Fire Drill?

Problem: How do we leave the building when a Fire drill bell is sounded?

Vocabulary: fire, drill, bell

Materials: bell

Procedure: .Schools have intermittent practice for Fire drills. For added practice, at the end of the school day, the teacher could use the school signal or a bell to begin a 'class' fire drill.

. After the bell sounds, Teacher says: "That's a Fire drill". Put on your coats quickly (Teacher and paraprofessional assistance). "Stand on line". Teacher and para assist in organizing the line". Teacher lead, the class into the hall and outside of the building. Paraprofessional is at the end of the line assisting in a quick exit.

. Repeat exercise to reinforce the student's knowledge of Fire drill safety.

Conclusion: Restate problem: What is a Fire bell? What does it mean? What is a Fire drill?

Evaluation: Teacher's observation of the students exit.

Extender: . Make fireman hats for the students.
. Make a poster for fire drill safety.

Lesson #16

Educational Objective

Student will be able to define who is a stranger.

Motivation

Discuss the fact that when walking through the neighborhood one will recognize some people as friends, some as neighbors, but not friends and not recognize others.

Problem: What is a stranger?

Vocabulary: familiar, stranger, trust, beware, recognize

Materials: paper, markers

- Procedure:**
- . Discuss the meanings of: familiar, trust, recognize: Have students take turns giving examples dealing with different people.
 - . Discuss the problem of someone who is familiar or recognized can be a stranger as well as a person who has never been seen before.
 - . Discuss problems regarding known people who may do something "funny" to the student(s).
 - . Write on the board--have children copy key points of the discussion e.g.,
 1. DO NOT ACCEPT ANYTHING FROM A STRANGER.
 2. DO NOT HELP A STRANGER - LOST DOG, CARRYING PACKAGES, WANTS DIRECTIONS.
 3. BE CAREFUL OF STRANGERS ACTING LIKE POLICE OR GUARDS.
 4. BE CAREFUL OF FRIENDS, RELATIVES WHO GET YOU ALONE.
 5. DO NOT GO NEAR A PARKED CAR WITH STRANGERS IN IT. THEY CAN PULL YOU IN THE CAR.

Evaluation: . Have students write a composition titled - BEWARE OF STRANGERS. After the grammar is corrected, students with the help of the teacher put it in a 'storybook' form and illustrate it.

- Extender:**
- . Hold a parent workshop on the subject of strangers and their children.
 - . Invite the parents in for a 'reading' on the stories.
 - . Role playing activities.

Lesson #17

Educational Objective

The student will be able to identify which peers are friends and those who are not.

Motivation

You are with a friend and she/he is talking to you about another friend in a bad way. What would you say?

You are in the bathroom. A friend comes in. You see him/her take some pills. Would you try to stop that person? Would you tell a teacher?

You are in the hallway. A bully is taking money from a friend of yours. You see it. What do you do?

Problem: How would you help a friend if ...?

Vocabulary: friend, trust, help

Materials: see 'evaluation'

- Procedure:
- . Tell the class to think of their best friend. Call on the students give words that describe a best friend. (List the words on the chalkboard.)
 - . Explain to the class that sometimes friends need help. Sometimes they are having trouble. A teacher or guidance counselor may be able to help. Stress to the students that, that is not being a "tattletale." That is being a friend.

Evaluation: Check all the sentences that describe you as friend.

Friendship

1. I am fun to be with ____.
2. I share with others ____.
3. I help my friends ____.
4. I listen to my friends ____.

5. I think for myself ____.
6. I am a leader ____.
7. I am a follower ____.
8. I try to understand my friends ____.
9. I say nice things about my friends ____.
10. I talk to my friends ____.

- Extenders
- . Have students draw and color themselves in an activity with their friend(s).
 - . Make a bulletin board of students' photos of their friends.
 - . Make a bulletin board of words that describe a friend.



Lesson #18

Educational Objective

The student will learn to be aware and wary of strangers.

Motivation

Show several different pictures of adults (age 16 and up), engaged in different activities, in a car, walking down a street, buying things. After each photograph, ask the students, "Would you trust this person?" If this person said to you, "Come with me, would you?"

Problem: Can you trust strangers?

Vocabulary: stranger, refuse, careful

Materials: Dolls representing adults' children

Procedure: . Set up a scene with dolls and puppets; an adult doll walking towards a child doll on the street. Adult stops and begins to talk:

Adult "Hello. My name is John/Joan. What is your name?"

Child "My name is Marie/Robert."

Adult "How old are you?"

Child "I'm 8 years old."

Adult "Where do you live?"

Child "I'm not telling you?"

Adult "I bet you are hungry? I'm going to buy some candy. Come with me and I'll buy you some."

Child "No thank you, my mother told me not to go with strangers."

Adult "But I'm not a stranger. You know me. You know my name."

Child "No, I don't know you!" Child walks away.

Scene II Set up a scene with 2 children who are friends waiting for the school bus in the morning. A "car" drives up and stops in front of the children.

Adult In Car "You must be cold."

Child #1 Yes its cold.

Adult What school do you go to?

Child #2 "(Name of school)"

Adult "I'm going toward the school. Get in and I'll drive you."

Child #1 "Sure, Okay!" starts walking toward car.

Child #2 Grabs friend! "No, we don't know him/her?"

Child #1 "Awe, come on what's the big deal."

Adult "I've got cookies. If you let me drive you to school, I'll give you some."

Child #1 "Yeah, that sounds good!"

Child #2 No, we are waiting for the bus. We are not going with a stranger. Holds friends hand.

Adult 'Drives away.'

. Discuss the importance of being aware. "You have been taught to listen and respect grown-ups. BUT it is alright to say NO! to a grownup." Inform the students:

- a. to stay away from strangers
- b. not to take candy and gifts from them.
- c. not to go in an elevator alone or dark stairways.
- d. not to go in alleyways, especially alone.
- e. not to play around abandoned buildings especially alone.

Evaluation: Observation of the students watching the scenes, participation of discussion.

- Extenders:
- . Invite the local police to come to school and speak with the students.
 - . Make posters relating to an informed child's safety (child with a group of children, children talking with a policeman, child walking down a busy street as opposed to a deserted alley.)
 - . A poster of 'adult' friends, teachers, street crossing guards, fireman, policeman, bus drivers.
 - . Prepare a workshop for Parents and Teachers relating to the street safety of children.

Lesson #19

Educational Objective

The student will identify their home address and understand the importance of that knowledge

Motivation

How many take a school bus home? Does the bus driver know where you live? Do you know where you live? If you were lost could you tell someone your address? Who could ask to help you?

Problem: Do you know your home address?

Vocabulary: home, address, location, live

Materials: Students' chairs lined up in a row.

- Procedure:
- . Tell the class that they are going to play a game called "I KNOW WHERE I LIVE". The chairs will be our bus. We are going to ride through the city. We are going to stop at different places. I will be the bus driver.
 - . Have the students board the 'bus'. Tell the students "Now let's start the trip." Teacher says "The bus door is closed and we ride down the street."
 - . "I stop the bus. See the big red trucks. Look at the people. They are holding water hoses. Where are we? Elicit: "We are at the fire station." Teacher asks "What do firemen do? How do they keep us safe? Let's ride to the next place."
 - . Here we are. This is our second stop. Look at the blue and white cars. They have red lights on top. The people are wearing blue uniforms. Where are we? Elicit: We are at a police station. Ask "How do the police keep us safe?" "How do they help us?"
 - . "It's time to go home". There are many buildings in our city. Here we are: (students address)
 - . Who lives here? I know someone on our bus lives here. Student responds. Teacher says "good, what is your address?" Why is it important to know your address? (Continue in this fashion until all addresses have been identified and talk about the values of that knowledge.

Evaluation: Teacher observation of students identifying home addresses.

- Extenders:**
- . Play the game having the students give their address to the "bus driver".
 - . Make a 'matching' rexo of students names and addresses. Students identify their address.
 - . Visit a police station.
 - . Visit a fire station.

Educational Objective

Students will learn pedestrian safety on city streets.

Motivation

Show students pictures of traffic lights. Ask students what they are? Elicit: Street lights. Ask students what are they used for? Elicit: To stop cars and let people cross the street.

Vocabulary: traffic light, go, stop

Materials: red construction paper, green construction paper, scissors, crayons.

- Procedure:
- . Teacher, draw large circles on the construction paper.
 - . Give out green and red construction paper to each student.
 - . Give each student blunt scissors. With the teacher's and paraprofessionals' assistance students cut out a red and green circle. If students are unable to use scissors, have the cut circles prepared for them.
 - . Students write STOP on both sides of the red circle. Then they write GO on both sides of the green circle.
 - . Teacher writes on the board the following:

"GO when the green light says go. Stop when the red light says stop. Green means go. Red means stop. Watch the light!"

To a clap, teacher and students go over the words.
 - . Tell students to hold a red circle and a green circle in each hand.
 - . Saying it again, as the students say the words, tell students to hold up the correct colored circle (teacher demonstrates).
 - . Set up an "intersection" in the classroom. Select one student to be the traffic light. As the students say the words to the teacher's clap, the "traffic light" holds the correct circle up. The rest of the class cross the street one by one as they decide if it is safe to do so.
 - . After the second round, teacher selects another student to act as the "traffic light."

Evaluation: Teacher observation.

Extender: As students wait at a crosswalk, teacher can lead the class on a "sing-song" of the above song.

¹ Developmental Learning Materials, p.99, Linc Services Inc. 1983.

Lesson #21

Educational Objective

Student will be able to step off and on the street curb independently.

Motivation

Show pictures of children climbing on and off a bus.
Show pictures of people climbing up and down stairs.
Show pictures of people stepping down from a curb.
Show the pictures to students on individual basis. Point to stairs and the curb. Point to the people's feet. Point to left foot, point to the right foot indicating the step each foot is on.

Problem: How do you step up and down without help?

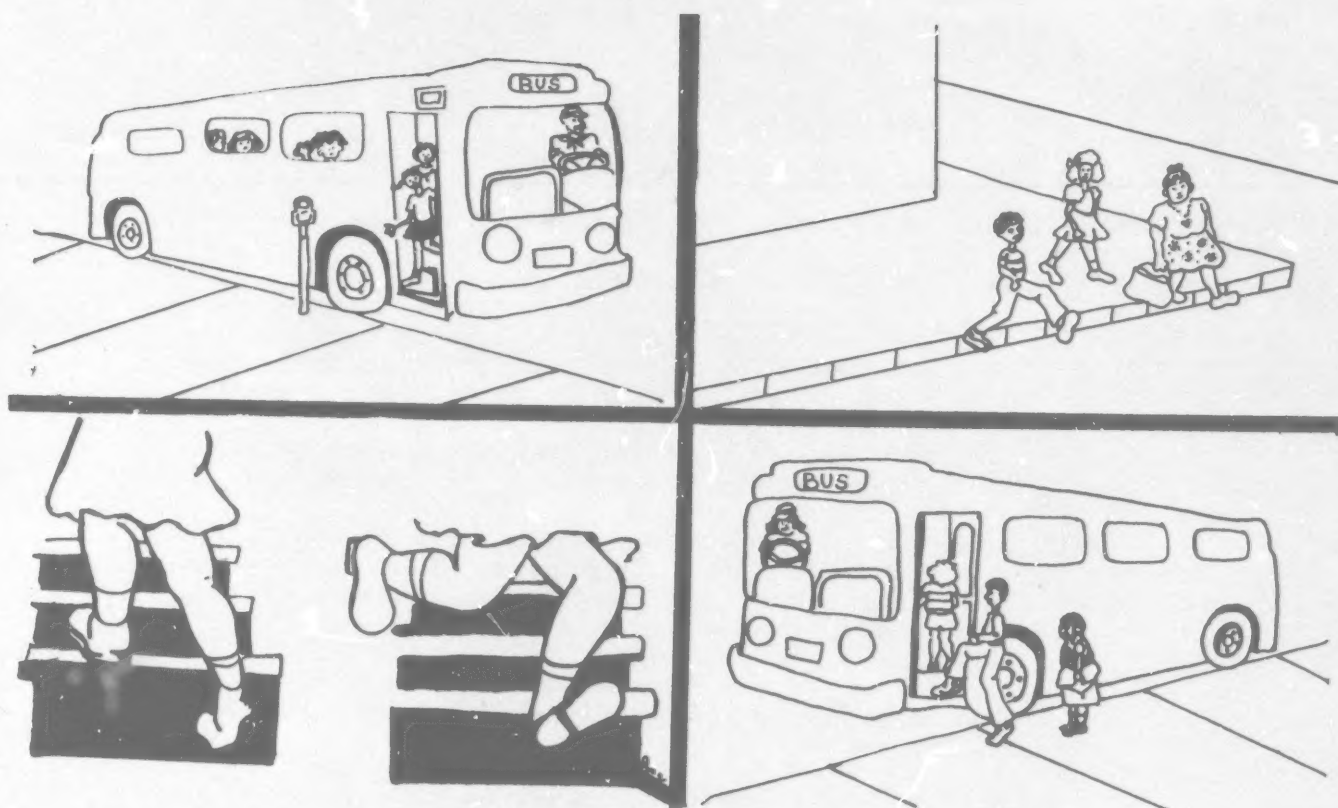
Vocabulary: stairs, curb, alone, pictures as described above

Materials: school stairs, bus stairs, street curb

- Procedure:
- . During the arrival and dismissal times at school: When students are exiting and entering the bus, encourage them to ascend and descend the bus without help from the adults.
 - . When ascending and descending stairs, encourage the students to do it without holding on to the teacher or paraprofessional.
 - . Incorporate an activity with the students crossing, stepping down from a street curb, crossing the street, and stepping up to the sidewalk as the paraprofessional is there to receive them: Using behavior modification approach.
 - . If students are very dependent on adults' help for "balance", take their hand and help. Do this several times as they ascend and descend stairs.
 - . Hold students fingertips as they ascend and descend stairs several times.
 - . Lightly touch arms as the students ascend and descend stairs several times.
 - . Hold hand out as if touching the student's arm, but don't. The student will feel secure enough to know that someone is there for support.
 - . Student ascends and descends stairs with teacher and/or paraprofessional watching.

Evaluation: Teacher observation

- Extender:
- . Make a bulletin board of the students' progress on their independence.
 - . Give "independence" pins to the students who have achieved the goal.



LESSON #22

Educational Objective

The student will understand which traffic light tells to cross the street and which one to wait for.

Motivation

Show photos of people crossing an intersection in a city. Ask the students to look at the photographs and tell what they are.

Elicit: cars moving, cars that have stopped, traffic lights, people waiting to cross the street. People crossing the street, traffic lights, stop signs, etc.

Problem: When can you cross the street safely?

Vocabulary: stop, walk, caution, safe, traffic, top, middle, bottom

Material: crayons, rexo sheets of a traffic light, drawing of light on blackboard

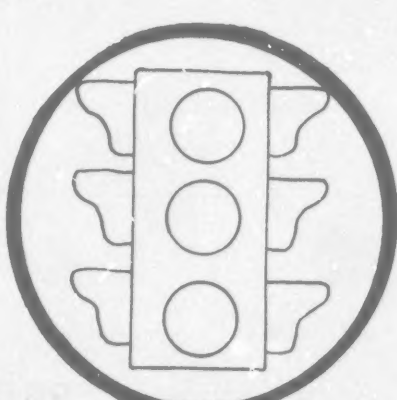
Procedure: Hand out sheets and crayons. What is the picture on the paper? Elicit "traffic light" from the class. Why are traffic lights important? Does the city put the traffic lights anywhere they please? Do the lights change when they want to? Discuss what may happen at a busy intersection if the lights change at random and how that may affect an intersection one block away.

Ask a student to tell the class what color the top light is? Ask another student what "red" means. Have students write "stop" in the correct light (teacher does it on blackboard), and then color the light red. Repeat the procedure for next two lights.

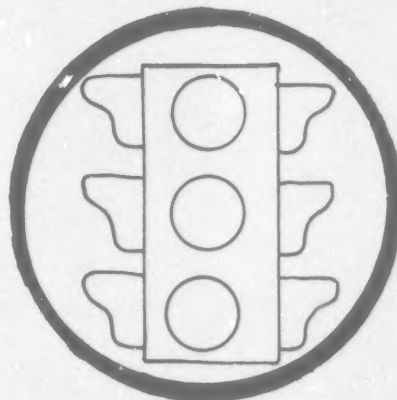
Evaluation: Worksheet directions - Read what the pictures say, then color the correct light.



WALK



STOP



CAUTION

- Extenders:
- . Make traffic lights from a milk carton.
 - . Make a traffic light costume for a student and have students simulate crossing the street when light is green.
 - . During a class trip, review the light changes and meaning.

Lesson #23

Educational Objective

Students will be able to identify "Walk" and "Don't Walk" signs.

Problem: How do we know when it's OK to cross the street?

Vocabulary: curb, street, walk, don't walk

Materials: "Walk" and "Don't Walk" signs

Procedures:

- . Show flash cards of the words "walk" and "don't walk" to the class. Explain or elicit their meaning.
- . Discuss the importance of "listening" to these signs.
- . Stress what could happen if signs are misread.

Conclusion: Restate the problem.

Evaluation: Have students identify signs and "role-play" obeying signs.

Extender: Take a walk with your students and have them identify signs.

Lesson #24

Educational Objective

Student will be able to identify traffic and related symbols.

Motivation

Explain to the class that a lot of people from other countries visit or come to live in this country. In order to understand certain things about city life, symbols are used so everyone can understand.

Show the symbol for women's bathroom: Ask if you needed to go to the bathroom and you see this symbol on a door, what would this mean to you? (Paragraph form?)

Show the symbol for a men's bathroom: Ask which bathroom is this for?

Problem: How can we tell what a sign means?

Vocabulary: common, public places, symbols

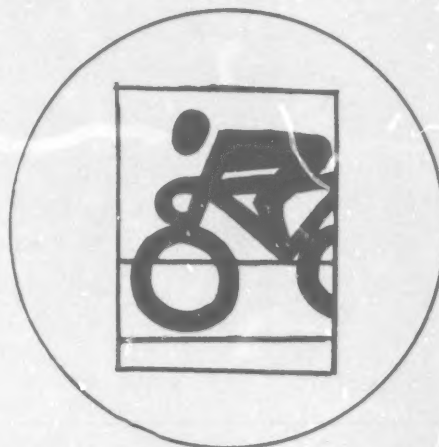
Materials: traffic symbols

Procedure:

- . Tell the students the meaning of a symbol: pictures that stand for words. Show example of the network symbols CBS, NBC. Which TV station does the peacock represent?
- . Explain that city streets and public places like museums have signs posted.
- . Show each symbol and explain each symbol.
- . Show the symbol and then ask the students to explain where they would find the symbol and what it represents.

Evaluation: . Worksheet-Match the words with correct symbols

Word for: Bike crossing, men, women, no smoking, school crossing



Lesson #25

Educational Objective

Student will become aware of the dangers of matches and other fire producing objects.

Motivation

Explain to the class that many buildings have been destroyed by fire. Discuss the media coverage on fires. Explain that a large percentage of fires have been accidents. Ask, "Who starts these fires?" Elicit: people.

Problem: How can you prevent a fire?

Vocabulary: roll, matches

Materials: See evaluation

Procedure: . Tell the students that the way to grow up safely you must know certain things.

. Discuss the following

a. Why is playing with matches dangerous?

Elicit: You can burn yourself. A fire can start up by accident. You may not be able to put out the fire. Your apartment may be destroyed. You can die.

b. Why is playing around a lit stove dangerous?

Elicit: You can burn yourself. Your clothes can catch on fire.

c. What do you do if your clothes catch on fire?

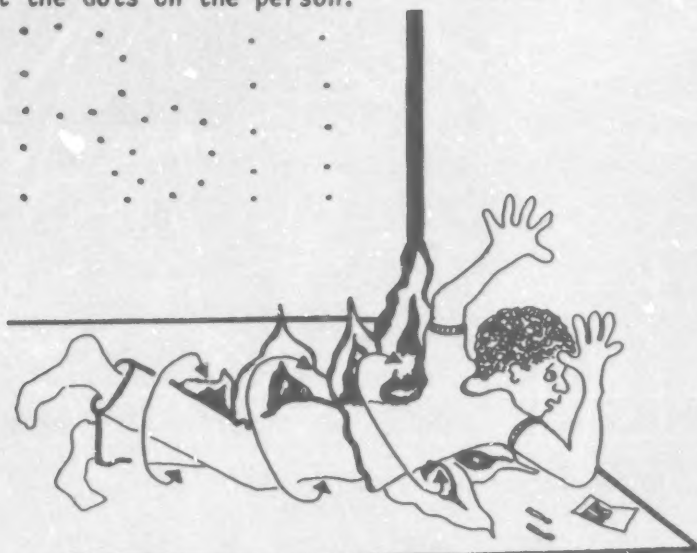
Elicit: Roll! Why? Because it smothers the fire out.

. Stress that matches are dangerous and can destroy and kill.

. Ask if their brothers and sister are playing with matches.

. What would they do? Elicit: Stop it.

Evaluation: . Worksheet: Connect the dots on the person.



What does it spell? _____

. Worksheet 2 answer the questions with words from the wordbox.

matches fires, hands roll

1. You should not play with _____.
2. Matches can cause _____.
3. You _____ should not touch matches.
4. If your clothes catch on fire you _____ on the floor.

Extender: Make a poster with hands and matches - Title it

'MY HANDS WILL NOT TOUCH MATCHES'

Bring in a fireman to talk to the class.

Lesson #26

Educational Objective

Student will become aware of using an umbrella safely.

Motivation

Ask the students what do people wear and use to keep themselves dry in rainy weather. Elicit: raincoats, rubber boots, rainhat, umbrella.

Problem: What is the correct way of using an umbrella?

Vocabulary: poke, danger, safe

Materials: Umbrella. rexo (see worksheet)

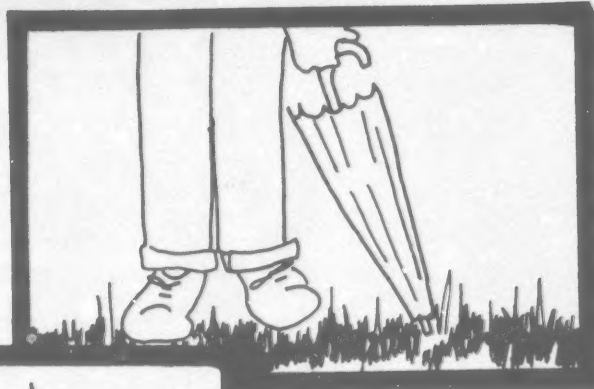
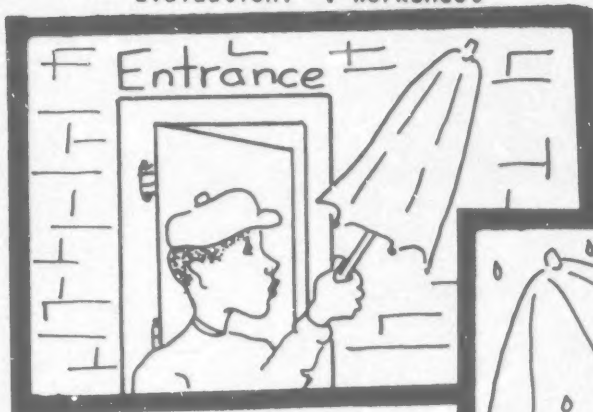
Procedure: . Ask: " How can an umbrella be a dangerous object? What kind of accidents could happen?" Discuss.

. Discuss with the class how people could avoid accidents.

Elicit the following points:

- a. Students should stand at a distance from others before opening.
- b. Watch how they are holding an open umbrella in pedestrian traffic.
- c. Make sure the umbrella is closed before entering a bus and building.
- d. Discuss that an umbrella is not a toy and closed umbrellas are to be held pointing toward the floor. This prevents poking someone in the eye. (Teacher or para(s) demonstrate the proper use of the umbrella).

Evaluation: . Worksheet



. Fill in words from the wordbox

Wordbox: poke, pointing, stand, walk, close

1. We hold our closed umbrella _____ toward the ground.
2. We _____ away from people before we open the umbrella.
3. We are careful not to _____ anyone in the eye.
4. We watch where we _____.
5. We _____ the umbrella before we go into a building.

Extender:

- . Students could make up a poster of people walking in the rain holding umbrellas.
- . An attendance roster: Students names on hand made umbrellas. "Raindrops" on the umbrella could indicate good behavior.

Lesson #27

Educational Objective

Student will know his/her emergency telephone number.

Motivation

You are with a friend. Your friend has an accident. You have to call his/her mother. This friend does not have a telephone. What are the different ways of contacting the mother. Elicit: Go to the house. Ask friend if there is another telephone number (his/her aunt's, neighbor's, etc.).

Problem: What is your emergency telephone number?

Vocabulary: emergency

Materials: list of students telephone numbers

Procedure:

- . Set up the class around a "conference table."
- . Teacher gets a list of home telephone numbers, work telephone numbers, and emergency contact telephone numbers of the students.
- . Teacher role plays as Ernestine/Ernie the "Telephone Operator." Ernestine/Ernie: This is Ernestine/Ernie the Operator, I'm calling (Telephone Number). Who am I talking to? Student responds to correct telephone number. Go around the class once. If student does not respond Ernestine/Ernie, the operator asks: "Could I be speaking to (student(s) name)?"

Evaluation: Worksheet Directions: Write the correct telephone numbers down.

MY IMPORTANT TELEPHONE NUMBERS

Home telephone number _____
Parents work telephone number _____
Aunt's/Uncle's telephone number _____
Brother/Sister(s) telephone number _____
School telephone number _____
Best friend's telephone number _____
Doctor's telephone number _____

Extender: Make a bulletin board of important city telephone numbers, e.g., 911, (0) for operator, etc.

Lesson #28

Educational Objective

Students (wheelchair bound) will be able to gain control of their feeling of power.

Motivation

How many of you have seen car races on T.V. or a race scene in a movie? What is a car race? Do you think the race car drivers practice driving the car? Are they careful drivers?

Problem: Are you a good driver?

Vocabulary: careful, careless

Material: Students in their wheelchairs (motorized and manual), prizes, clockwatch

Procedure:

- . In the gym, set up two lanes wide enough to contain a wheelchair. Tell the students that you are going to hold races. Select two students to be leaders. They pick their teammates. Tell the students there will be different kinds of races. Set up a series of relay races, one lap races, two lap races etc.
- . Give prizes to individual winners and to the team winning with the most points .

Evaluation: . Observation of the students driving their wheelchairs.

Extenders:

- . Take photographs of the students racing, receiving prizes, etc.
- . Make a mini-olympics race with team colors and numbers.
- . Have students investigate the rules of wheelchair tennis and basketball.

Lesson #29

Educational Objective

Student will learn to drive his/her wheelchair in a safe manner.

Motivation

Tell the students that all of them have been in a car or a van one time or another. Ask students if they felt safe in the moving vehicle. Ask if they were afraid. Discuss the different reasons.

Problem: Do you know how to drive safely?

Vocabulary: safe, careful rules, traffic, drive

Materials: masking tape, ascending and descending ramps, handmade road signs (mileage slow stop, turn right), traffic controller sign: Stop/Go, driver's licenses (student)

- Procedure:
- . Using the gym or school yard (weather permitting, design, 'intersection streets', '2 lane highways', 'hills' - (ramps), curving roads, one way streets.
 - . Post mileage (speed) signs, slow signs and stop signs in strategic points.
 - . Assign a student to be a 'radio-call' tow truck to assist in traffic accidents.
 - . Assign a patrolperson to keep law and order on the road.
 - . Tell the 'drivers' that they start out with fifty points on their driver's licenses (see lesson # 30). Tell them that breaking any traffic rule is points.
 - . Teacher directs traffic with traffic controller 'tow truck', and policeperson as 'drivers' enter the roadways.
 - . 'Tow truck' and policeperson cruise the streets looking out for any problems.
 - . After 10-15 minutes - assign different students to the roles of traffic controllers, policeperson and 'tow truck'.

- . After another 15 minutes, stop the activity. Teacher checks the points lost through traffic infractions.
- . More than 12 points lost, student has license revoked and must take a road test at a later date.
- . (optional) Teacher gives appropriate prizes to students' with most points.

Evaluation: Checkpoints on students' driver's licenses.

- Extender:
- . Appoint a judge and jury members to hear traffic violations incurred by drivers that want to fight the traffic ticket.
 - . Assign the safe drivers to the role at driving instructors and/or 'road' test monitor.

Lesson #30

Educational Objective

The student will be able to operate his/her wheelchair safely.

Motivation

Does anyone in your family have a driver's license?
How do people learn how to drive?
How do people get their driver's license?
What do they have to do to get their license?

Problem: How do people get a driver's license?

Vocabulary: tailgate, violation, license, safe, drive

Materials: masking tape, ascending & descending ramps, student drivers' licenses, road signs (Turn right only, slow, stop signs), "traffic lights", a wheelchair for the teacher.

Procedure:

- . Using the gym, design intersection streets, one way streets, 'hills' (ramps), etc.
- . Explain to the students, that they are going to receive "driving" instructions so they can pass a road test. When they pass the road test, they will receive a student's driver's license.
- . Write on the board or make 'road' signs to hold up. Call on students to read the signs.
- . Discuss the basic rules of driving:
 - a. Stopping at a light or stop sign.
 - b. Slowing down before turning left or right
 - c. Passing vehicle on the left, etc.
- . Tell students to arrange themselves in single file.
- . Teacher guides the students through the "streets" two or three times in the wheelchair.
- . The teacher assigns one student to guide the students through the "city streets" by a different route. The teacher enters the line at the end. She observes the students as they go through the streets.

- . The teacher tells the students that the next run is the 'road test.' The teacher selects another student to guide his or her classmates through a third route on the city streets. The teacher stands on the side observing the students--encouraging them.
- . As students "pass" the test, they remove themselves from the road and cheer their classmates on. When all of the students pass, the activity is stopped

Evaluation: Distribute the 'Drivers Licenses'

<u>STUDENT DRIVER'S LICENSE</u>	
Student's Name _____	Date of Birth _____
Hair Color _____	Color of Eyes _____
Type of vehicle - wheelchair:	
☐	manual
☐	automatic

(The back of the License)

<u>VIOLATIONS</u>	
Running a Stop Sign or Light	_____
Speeding	_____
Tailgating	_____
Crashing into another vehicle	_____

- Extenders:
- . Discuss the rules of wheelchair volleyball and baseball.
 - . Make a booklet "Wheelchair Safety"

Lesson #31

Educational Objective

Students in a wheelchair will become aware of safety in the playground.

Motivation

Discuss with the class activities on the playground. Discuss the way students play cooperatively. Discuss accidents that have occurred.

Problem: How can we prevent accidents in the playground?

Vocabulary: accident, playground, activity

Materials: none

Procedure: . Class discussion:

Discuss turning the corners slow enough, preventing tipping over.

Be aware of students swinging on the swings and avoid the area.

Be aware and avoid obstructions such stones, pot holes, and people as you wheel the chairs around.

Be careful of ascending and descending the ramps. Make sure all four wheels are on the ramp. Watch where you are going.

Be careful of the seesaw - Ride around it - not through it.

Evaluation: Teacher observation

Extender: Video-tape "Students at Play" - Play it back to them

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